DOCUMENT RESUME

ED 085 938 EC 060 777

TITLE	Program for Gifted and Talented.
INSTITUTION	Huron Independent School District 4, S. Dak.
SPONS AGENCY	Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; South Dakota State Dept. of Public Instruction, Pierre.
REPORT NO	51-0004-27
PUB DATE	10 Jul 72
NOTE	62p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Curriculum Development; Educational Planning; *Exceptional Child Education; *Gifted; Identification; Information Dissemination; Inservice Teacher Education; *Program Descriptions; *Program Proposals; Special Classes
IDENTIFIERS	Elementary Secondary Education Act Title III; ESEA Title III; Huron; *South Dakota

ABSTRACT

Presented is a proposal for a 3-year program for an estimated 122 to 203 gifted and talented students in public and parochial Huron, South Dakota, schools, to be funded through the Elementary and Secondary Education Act, Title III. Outlined to justify the proposal are plans to develop identification procedures, a differentiated curriculum, inservice teacher training, and information dissemination; existent advantages such as modular scheduling in three schools; and proof of a unique program given by a plan to develop a guide for a five-component model suitable for use by other schools. Listed are persons and procedures associated with the planning process. Among program components and procedures summarized are national criteria for identification of gifted students and local criteria such as IQ scores of at least 120 on the Otis Lennon Mental Ability Test; gradual program expansion from grades 4, 7, and 10 in the first year to grades 4 through 12 in the third year; and program plans for professional staff (such as a psychologist), facilities, instructional materials, a procedural guide for teachers, inservice training, evaluation, a timetable for needs assessment, and selection procedures. Other program aspects include student activities listed in terms of an experience program, production of a visible product, problem solving and talent sharing; and objectives for students, parents, and adults in the community. Summarized are strategies for evaluation, public management (including a planning chart), and financial effort. Also given are job descriptions, selection forms and letters. Included in front matter is a statistical summary of the program. (MC)

FILMED FROM BEST AVAILABLE COPY

ED 085938

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

HURON INDEPENDENT SCHOOL DISTRICT #4
5th and Illinois, S.W.
Huron, South Dakota 57350

PROGRAM FOR GIFTED AND TALENTED

Grant No. SEA 9-1-7251-27
Project No. 51-0004-27

EC 080 777

AP - 71 - 2

PART I

STATISTICAL REPORT

Elementary and Secondary Education Act, Title III, P. L. 89-10, As Amended

SECTION A: General Project Information

1. Reason for Submission
   - a. ☐ Preliminary Proposal
   - b. ☒ Formal Proposal
   - c. ☐ Continuation Application
     - ☐ 2nd Budget Period
     - ☐ 3rd Budget Period
   - d. ☐ End of Project Report

2. Project No.

3. Project Title (Five Words or Less)

Program for Gifted and Talented

4. Project Focus
   a. Check the Appropriate Categories
   - ☐ Planning of Program Only
   - ☒ Planning and Operation
   - ☐ Innovation
   - ☒ Exemplary
   - ☐ Demonstrative

   b. Brief Program Description

5. Applicant District

Huron Independent School Dist. #4

c. 0 Percent of Project Serving Needs of Handicapped Pupils

6. Address

5th & Illinois S. W.
Huron, South Dakota 57350

7. County Beadle

8. Congressional District (s)
2nd

9. Name of Superintendent	10. Address	Phone No. / Area Code
Dr. L. W. Turnwall	5th & Illinois S. W. Huron, South Dakota 57350	352-8461 605
11. Name of Project Director	**12. Address**	**Phone No. / Area Code**
Mrs. Helen Andersen	5th & Illinois S. W. Huron, South Dakota 57350	352-2443 605

I hereby certify that the information contained in this application is to the best of my knowledge, correct and the local educational agency named above has authorized me as its representative to file this application.

Signature and Title of Person Authorized to Receive Grant	Date Submitted
Robert P. Taylor	July 10, 1972

SECTION B: TITLE III BUDGET SUMMARY FOR PROJECT

Breakdown of Total Estimated Budget by Source	Budget Period			TOTALS
	First	Second	Third	
1. State Title III Funds	25,000	24,000	20,000	69,000.00
2. Other Federal Funds				
3. Local Funds		2,000	3,000	5,000.00
4. Other Funds				
TOTALS	25,000	26,000	23,000	74,000.00
5. Amount of Line 1 Budgeted for Handicapped				

SECTION C: PUPIL POPULATION DATA

1. Membership and Participation			Pre-Kindergarten	Kindergarten	Grades 1 - 6	Grades 7 - 12	TOTAL
a.	Membership of Schools Served by Title III Project	Public Schools	0	95	818	1940	2853
		Non Public Schools	0	0	167*	60	227
b.	Number of Students Participating in Title III Project	Public Schools	0	0	20	26#	46-56
		Non Public Schools	0	0	4	0	4-6
c.	Circle Grade Levels of Participating Pupils Pre-K K 1 2 3 (4 5 6 7) 8 9 (10) 11 12						

2. Racial / Ethnic Data			Negro	Indian	Oriental	Spanish Surnamed	Caucasion	Other	TOTAL
a.	School Membership		1	8	0	2	3009	0	3020
b.	Project Participants	General	0	1	0	0	49	0	50
c.		Handicapped	0	0	0	0	0	0	0

3. Other Project Data

a.	Total Student Participation	No.	50-60
b.	Staff Engaged in In-service Training	No.	45
c.	Other Adults	No.	10
d.	Total Number of Project Participants (a through c)	No.	105
e.	Current Per Pupil Expenditure (Excluding Federal Support)	Cost	630.36
f.	Current Per Pupil Expenditure (Including Federal Support)	Cost	565.72
g.	Additional Per Pupil Expenditure for Project Participants	Cost	582.00
h.	Estimated Percentage of Target Group which is:		
	Urban (More than 50,000 Inhabitants)	%	0
	Rural (Less than 2,500 Inhabitants)	%	0
	Other Demographic Areas (From 2,500 to 50,000 Inhabitants)	%	100

* K-8 # St. Martin's Students dual enrolled in public school

SECTION D: TOTAL PROJECT STAFF

School Personnel by Function	Number of Personnel Assigned to Project						Total Full Time Equiv.
	Paid from Title III Funds			Not Paid from Title III Funds			
	Full Time	At Least Half Time	Less Than Half Time	Full Time	At Least Half Time	Less Than Half Time	
1. Admin. / Supervision		1*				2	.70
2. Teachers - General							
a. Pre - Kindergarten							
b. Kindergarten							
c. Grades 1 - 6						10	1.0
d. Grades 7 - 12						10	1.0
e. Other							
3. Teachers - Handicapped							
a. Trainable Mentally Retarded							
b. Educable Mentally Retarded							
c. Hard of Hearing							
d. Deaf							
e. Speech Impaired							
f. Visually Impaired							
g. Emotionally Disturbed							
h. Crippled							
i. Learning Disabled							
j. Other Health Impaired							
4. Sub. Matter Specialists							
5. Technicians (A.V., Computer, etc)							
6. Pupil Personnel Workers						4	2.0
7. Health Services							
8. Evaluators			1				.05
9. Disseminators							
10. Other Professional		3#					1.5
11. Paraprofessionals, Aides							
12. Community Liaison Personnel							
13. Other Nonprofessionals							
a. Clerical	1						1.0
b. Other							

* - # Staff assignment in line one and one person assigned to line 10 will be a combination position which will equal one full-time person.

SECTION E: Number of students who participated in programs or services and estimated cost

PROGRAMS OR SERVICES			Pupils by Grade Level (Public and Nonpublic)				Non-public School Pupils	Adults (Exclude Project Staff)	Teachers who receive inservice Training	ESTIMATED COST
			Pre-K	K	Grades 1 6	Grades 7 12				
DIRECT EDUCATIVE SERVICES	BASIC SKILLS	Remedial 1. a. English language arts (except reading)								
		b. Reading								
		c. Cultural - specify								
		d. Social sciences/social studies								
		e. Natural science and mathematics								
		f. Other - specify								
		Regular Enrichment 2. g. English language arts (except reading)								
		b. Reading								
		c. Cultural - specify								
		d. Social sciences/social studies								
		e. Natural sciences and mathematics								
		f. Other - specify Gifted			25	25	3	0	20	7116.00
		Diff. Curriculum for Handicapped 3. a. Trainable mentally retarded								
		b. Educable mentally retarded								
		c. Hard of hearing								
		d. Deaf								
		e. Speech impaired								
		f. Visually impaired								
		g. Emotionally disturbed								
		h. Crippled								
		i. Learning disabled								
		j. Other health impaired								
	4. Vocational Skills and Attitudes									
	5. Textbooks									
SUPPORTING SERVICES	1. a. Audiovisual Materials				25	25	3	0	0	300.00
	b. Books, Periodicals etc. (Except Textbooks)				25	25	3	0	0	300.00
	c. Library, AV, other media personnel									
	2. a. Vocational Guidance and Counseling									
	b. Other Guidance and Counseling									
	3. Testing									
	4. School Psychological Services									
	5. Attendance and School Social Work									
	6. Health Services									
	7. Pupil Transportation									
	8. Food Services									
	9. Clothing									
	10. Student Subsidies									
	Special Services for Handicapped 11 a. Trainable Mentally Retarded									
	b. Educable Mentally Retarded									
	c. Hard of Hearing									
	d. Deaf									
	e. Speech Impaired									
	f. Visually Impaired									
	g. Emotionally Disturbed									
	h. Crippled									
	i. Learning Disabled									
	j. Other Health Impaired									
	12 Other Pupil Services									

SECTION E CONTINUED

PROGRAMS OR SERVICES	Pupils by Grade Level (Public and Nonpublic)				Non-public School Pupils	Adults (Exclude Project Staff)	Teachers who receive in-service Training	ESTIMATED COST
	Pre-K	K	Grades 1 - 6	Grades 7 - 12				
1. General Administration								
a. Information Dissemination			25	25	3	0	0	200.00
b. Other			25	25	3	0	0	6000.00
2. Instructional Administration								
a. School Wide Direction & Management			25	25	3	0	0	2000.00
b. System Wide Direction & Management			25	25	3	0	0	1500.00
c. Instructional Supervision			25	25	3	0	0	2000.00
3. Program Development								
a. Research and Development			25	25	3	0	0	400.00
b. Planning			25	25	3	0	0	1000.00
c. Evaluation			25	25	3	0	0	1200.00
d. Demonstration								
4. Personnel Development (in-service training)							20	400.00
5. Maintenance and Operation of Plant								
6. Fixed Charges								1899.00
7. Other Supporting Services								
8. Ancillary Services								
9. Capital Outlay								
a. Sites and Buildings								
b. Audiovisual Equipment								195.00
c. Other Instructional Equipment								
d. Noninstructional Equipment								490.00

B - 71 - 3

PROPOSED BUDGET SUMMARY OR EXPENDITURE REPORT OF FEDERAL FUNDS
ELEMENTARY AND SECONDARY EDUCATIC :T, TITLE III, P. L. 89-10, AS AMENDED

Name and Address of Local Educational Agency:
Huron Independent School District #4
5th & Illinois S. W.
Huron, South Dakota 57350

Project Number:

Budget Period of this Report
[X] 1st [ ] 2nd [ ] 3rd
from Sept. 1, 1972
to Aug. 31, 1973

Report Purpose: Check One

Budget Summary
[X] Proposed
[ ] Negotiated
[ ] Amended

Expenditure Report
[ ] Quarterly
[ ] Estimated Final
[ ] FINAL

EXPENDITURE ACCOUNTS		EXPENSE CLASSIFICATION								For Expenditure Reports	
FUNCTIONAL CLASSIFICATION	Acct. No.	SALARIES Professional	SALARIES Non-professional	Contracted Services	Materials and Supplies	Travel	Equipment	Other Expense	BUDGET TOTALS	Obligations and Expenditures to date	Balance Column 10 minus Column 11
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
1. Administration	100	6,790	1,400	1,300	100	500			10,090		
2. Instruction	200	11,016	1,300	1,400	1,000	500		400	15,616		
3. Attendance Services	300										
4. Health Services	400										
5. Pupil Transportation Services	500										
6. Operation of Plant	600										
7. Maintenance of Plant	700										
8. Fixed Charges (Except 830)	800							2,211	2,211		
9. Leasing of Facilities	830										
10. Food Services	900										
11. Student Body Activities	1000										
12. Connumity Services	1100										
13. Improvement to Sites	1210C										
14. Construction (Include remodeling over $2000)	1220										
15. Remodeling ($2000 or less)	1220C										
16. Capital Outlay (Equipment only)	1230						1,200		1,200		
17. BUDGET TOTALS		17,806	2,700	2,700	1,100	1,000	1,200	2,611	29,117		
18. Obligations and Expenditures to Date											
19. Balances Available: Line 17 minus Line 18											

This fiscal report is correct and the expenditures included herein are deemed properly chargeable to the grant award.

Signature of Person authorized to receive grant

Date Reported

B - 71 - 3

PROPOSED BUDGET SUMMARY OR EXPENDITURE REPORT OF FEDERAL FUNDS
ELEMENTARY AND SECONDARY EDUCATION [illegible], TITLE III, P. L. 89-10, AS AMENDED

JAN 1 [illegible] 973

Name and Address of Local Educational Agency:
Huron Independent School District #4
5th & Illinois S. W.
Huron, South Dakota 57350
Project Number:

Budget Period of this Report
[X] 1st [ ] 2nd [ ] 3rd
from Sept. 1, 1972
to Aug. 31, 1973

Report Purpose: Check One
Budget Summary
[ ] Proposed
[X] Negotiated
[ ] Amended
Expenditure Report
[ ] Quarterly
[ ] Estimated Final
[ ] FINAL

EXPENDITURE ACCOUNTS		EXPENSE CLASSIFICATION								For Expenditure Reports	
FUNCTIONAL CLASSIFICATION	Acct. No.	SALARIES Professional	SALARIES Non-professional	Contracted Services	Materials and Supplies	Travel	Equipment	Other Expense	BUDGET TOTALS	Obligations and Expenditures to date	Balance Column 10 minus Column 11
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
1. Administration	100	7,326	1,100	1,000	200	500			10,126		
2. Instruction	200	9,062	1,100	400	800	600		328	12,290		
3. Attendance Services	300										
4. Health Services	400										
5. Pupil Transportation Services	500										
6. Operation of Plant	600										
7. Maintenance of Plant	700										
8. Fixed Charges (Except 830)	800	1785	114						1,899		
9. Leasing of Facilities	830										
10. Food Services	900										
11. Student Body Activities	1000										
12. Connumity Services	1100										
13. Improvement to Sites	1210C										
14. Construction (Include remodeling over $2000)	1220										
15. Remodeling ($2000 or less)	1220C										
16. Capital Outlay (Equipment only)	1230						685		685		
17. BUDGET TOTALS		18,173	2,314	1,400	1,000	1,100	685	328	25,000		
18. Obligations and Expenditures to Date											
19. Balances Available: Line 17 minus Line 18											

This fiscal report is correct and the expenditures included herein are deemed properly chargeable to the grant award.

Signature of Person authorized to receive grant

9 - 1 - 72
Date Reported

SB-71-1

SUPPLEMENTARY BUDGET SCHEDULE

EXPENDITURE ACCOUNT NO. 100

BUDGET BREAKDOWN SUMMARY

Expense Class	Name and Title, Purpose or Item	Full Time	Part Time	Quantity	Salary Rental or Unit Cost	Proposed Amount	Negotiated Amount	For Continuation and Final Reports Only	
								Expended or Obligated	Balance
Professional Salaries	Project Director		10% for 5 mo. 50% for 5 mo.	10 ½ mo. 5 ½ mo.	10185.00	6790.00	7326.00		
Non-Professional Salaries	Clerical			Hourly Basis	1.80	1300.00	1100.00		
Contracted Services	Project Evaluator					1300.00	1000.00		
Materials	Evaluation Materials					100.00	200.00		
Travel	Project Staff Visitations The Association for the Gifted Conference New Haven, Connecticut To Be Determined					500.00	500.00		
							10,126.00		

SB-71-1

SUPPLEMENTARY BUDGET SCHEDULE

EXPENDITURE ACCOUNT NO. 200

BUDGET BREAKDOWN SUMMARY

Expense Class	Name and Title, Purpose or Item	Full Time	Part Time	Quantity	Salary Rental or Unit Cost	Proposed Amount	Negotiated Amount	For Continuation and Final Reports Only	
								Expended or Obligated	Balance
Professional Salaries	Elementary Coordinator		50	10 months	4884.00	3501.00	2442.00		
	Junior High Coordinator		50	10 months	6020.00	3610.00	3010.00		
	Senior High Coordinator		50	10 months	6020.00	3305.00	3010.00		
	Substitute Pay for Teachers			30	30.00 per day	600.00	600.00		
Non-Professional Salary	Clerical			Hourly Basis	1.80	1300.00	1100.00		
Contracted Service	Consultants					1200.00	400.00		
Materials Supplies	Filmstrips Reference Books Magazine Subscriptions Film Rental Lab Materials - Science, Art, Music To Be Determined					1000.00	800.00		
Travel	The Association for the Gifted Conference New Haven, Connecticut Exemplary Gifted Program Yet To Be Selected					500.00	600.00		
Other Expences	Blank Cassette Tapes Duplication Paper Duplication Masters Postage Field Trips Blank Vido Tapes 3 Ring Binders Notebooks Miscellaneous					400.00	328.00		
							12290.00		

SB-71-1

SUPPLEMENTARY BUDGET SCHEDULE

EXPENDITURE ACCOUNT NO. 800

BUDGET BREAKDOWN SUMMARY

Expense Class	Name and Title, Purpose or Item	Full Time	Part Time	Quantity	Salary Rental or Unit Cost	Proposed Amount	Negotiated Amount	For Continuation and Final Reports Only	
								Expended or Obligated	Balance
Professional Salaries	O.A.S.I.				5.2%		996.00		
	Teacher Retirement					2192.00	789.00		
Non-Professional Salary	O.A.S.I.				5.2%	140.00	114.00		
							1899.00		

SB-71-1

SUPPLEMENTARY BUDGET SCHEDULE

EXPENDITURE ACCOUNT NO. 1230

BUDGET BREAKDOWN SUMMARY

Expense Class	Name and Title, Purpose or Item	Full Time	Part Time	Quantity	Salary Rental or Unit Cost	Proposed Amount	Negotiated Amount	For Continuation and Final Reports Only	
								Expended or Obligated	Balance
Equipment	File			3	65.00	210.00	195.00		
	Tape Recorder			3	65.00	240.00	195.00		
	Typewriter			3	250.00	750.00	295.00		
							685.00		

A-69-1

INITIAL APPLICATION – PART IV – ASSURANCES

THE APPLICANT HEREBY GIVES ASSURANCE TO THE CHIEF STATE SCHOOL OFFICER THAT:

1. The applicant has the necessary legal authority to apply for and receive the proposed grant. (Attach a copy of substantiating document(s));
2. The activities and services for which assistance is sought under this Title will be administered by or under the supervision of the applicant;
3. In planning the program proposed in the application, there has been, and in establishing and carrying out that program, there will be participation of the appropriate cultural resource(s) of the area to be served, including persons representative of the interests of potential beneficiaries;
4. Funds under Title III of the Act will be used to supplement and not supplant state and local funds expended for educational purposes and, to the extent practical, increase the fiscal effort that would in the absence of such funds be made by the applicant for educational purposes;
5. The applicant will comply with Title VI of the Civil Rights Act of 1964 (P. L. 88-352) and all requirements imposed by or pursuant to the Regulations of the Department of Health, Education, and Welfare (45 CFR Part 80) issued pursuant to the title, to the end that no person in the United States shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under activity for which the applicant receives Federal financial assistance from the Department. (The assurance of compliance (HEW 441), or court order, or desegregation plan previously filed with the U. S. Office of Education in accordance with the Department of Health, Education, and Welfare Regulations applies to this application);
6. The project will be operated in compliance with Public Law 89-10 (as amended) and with Regulations and other policies and administrative issurances by the Chief State School Officer, including submission of such reports as may be required;
7. The filing of this application has been authorized by the governing body of the applicant, and the undersigned representative has been duly authorized to file this application for and in behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application. (Attach copy of authorizing document(s));
8. The project will be operated only as it is consistent with the applicable provisions of Title III of the Act and makes provisions for the participation of children enrolled in nonprofit private schools in the area to be served, to the extent consistent with the number of such children whose educational needs are of the type served by the project;
9. No board or staff member of a local educational agency will participate or make recommendations with respect to, an administrative decision regarding a program or project under Title III of the Act if such a decision can be expected to result in any benefit or remuneration, such as a royalty, commission, contingent fee, brokerage fee, consultant fee, or other benefit to him or any member of his immediate family.
10. All equipment acquired under Title III of the Act will be used for the purposes specified in the approved project proposal, and such equipment will be subject to the administrative control of the recipient local educational agency;
11. The combined local and state fiscal effort for free public education provided by that agency for the preceding fiscal year was not less than such combined fiscal effort for that purpose for the second preceding fiscal year, and that the local project application for participation under Title III of the Act will provide data for the two preceding fiscal years.

I, R.P. TAYLOR do hereby certify that all of the facts, figures, and representations made in this application, including all exhibits and attachments hereto and hereby made a part of this application, are true and correct to the best of my knowledge and belief.

Dated 7-8-72

Robert P Taylor
(Signature of Authorized Representative)

Hurst Independent #4
(Legal Name of Applicant)

Fed Proj Coordinator
(Representatives Title)

NOTARY PUBLIC SEAL

Subscribed to before me this July 10, 1972 (Date) Hurst, Texas (City and State)

(Signature of Notary Public)

Sept. 17, 1972
(Date Notary's Commission Expires)

PART III - NARRATIVE

Section A. Statement of Needs

1. Statement of Needs and Justification

   a. The educational needs the project will meet:

      1. A differentiated supplementary curriculum on a system-wide basis is critically needed to provide opportunity for the gifted and talented to realize more fully their unique potential, and to eliminate the disadvantage of being locked into a curriculum geared to the average student.

      2. A design for identification of the gifted and talented is critically needed to distinguish the academically gifted from the above average student and to recognize the exceptionally talented student.

      3. Teaching and support staff in-service is critically needed to develop cognizance of the unique needs of the gifted and talented and to develop skills in meeting those needs.

      4. Public awareness of the needs and potential of the gifted and talented is critically needed to develop the support necessary to meet the needs and to recognize their value to the community and society.

b. Data in Support of the Needs:

The U.S.O.E. study on gifted children estimates that between 2.9 and 4.8 percent of the total elementary and secondary school population can be classed as talented or gifted. These figures indicate that South Dakota has between 6,948 and 11,500 talented and gifted children; accordingly, the local public and parochial systems in Huron then have between 122 and 203 gifted and talented students. These 122 to 203 gifted and talented students have been discriminated against in that no programs exist for their benefit. Experience with modular scheduling at Huron Senior High School over the past five years has shown that the better academic students elect 6 to 8 courses per semester in lieu of in-depth study. A program for the academically talented must include more than just content. A need exists to develop the potential of the gifted student. To our knowledge, no school district in South Dakota operates an exemplary program for gifted and talented students on a systemwide basis.

The U.S.O.E. report indicates that educators have been handed a new dilemma: "the widespread neglect of gifted and talented children" which has become a "universal problem." It further states:

> "Gifted and talented youth are a unique population differing markedly from their age peers in abilities, talents, interests, and psychological maturity. They are the most versatile and complex of all human groups, possibly the most neglected of all groups with special educational needs. Their sensitivity to others and insight into existing school conditions make them especially vulnerable, because of their ability to conceal their giftedness in standardized surroundings and to seek alternative outlets."

The report documents the neglect of these children and its results--a "tragic" waste of human and national resources.

The comprehensive study, required by the Elementary and Secondary Education Amendment of 1969, concludes "Research studies on special needs of the gifted and talented demonstrate the need for special programs. Contrary to widespread belief, these students cannot ordinarily excell with assistance," and special programs for gifted children "can and do produce significant and measurable outcomes. . . . . The relatively few gifted students who have had the advantage of special programs have shown remarkable improvements to others, as well as in improved academic nd creative performance." However, these programs have reached "only a few students" in the past 50 years.

The American Association for Gifted Children points out that Lewis M. Terman's intensive research studies have shown that gifted children make up the one most retarded group in the public schools, when mental rather than chronological age is the criterion of retardation.

Although teacher inservice programs on working with the disadvantaged student are quite common statewide and locally, there is little or no attention given to instructing teachers on how best to serve the needs of gifted and talented students.

Guidance personnel feel the need to be made aware of special techniques and of material and human resources which are available for assisting the gifted and talented student.

Because our curriculum is geared to the average student with provisions made for the slow learner, there is a need to adjust the school experiences of the gifted and talented to meet their needs and interests at all levels. Thus, it would be possible for students to compete to better advantage on standardized tests for both academic and nonacademic scholarships and for other types of recognition.

Additional baseline data will be collected during the first project year from and about gifted students of the graduating classes of '70, '71, '72, '73 and '74.

2. Justification for this Proposal as an ESEA Title III Project

a. To what extent have similar activities been tried in the area, State and Nation?

The U.S.O.E. report on Education of the Gifted and Talented gives the following information:

"The results of the State Survey show, less than 15 percent of the states spent any ESEA Title I funds for the identification and development of special programs for specifically talented youngsters from deprived circumstances. . . .

Title V, ESEA, which permits strengthening of state departments of education, represented one major opportunity for use of Federal funds with relatively little financial commitment. But only 9 states reported Title V activities for strengthening their programs for the gifted! Only 3 of these states put funds into the support of leadership personnel, while others spent such funds on a variety of administrative needs. . . .

The most extensively used Federal provision was Title III of ESEA, devoted to strengthening and developing innovative programs and supplementary centers. Over 20 percent of the states utilize some Title III monies for the programs directed to educating the gifted. However, a closer analysis revealed a minimal effort. Only 4 of the states report 3 or more projects with this emphasis, those being California, Connecticut, Georgia, and Illinois. None of the 4 states is located in the Upper Midwest, nor is any one of them a sparsely populated state having a large rural area."

J. Beatrice Hall, Specialist in Gifted Child Education of the Texas Association for the Education of Gifted Children noted, "South Dakota does not have a state program." Additional research has shown that in addition there are no local nor area systemwide programs presently existing in South Dakota.

Huron provides the following advantages for a pilot project because of its diversified components:

Fourth largest district in the State

One Senior High School with modular scheduling

One Junior High School with modular scheduling

One Elementary School with modular scheduling in grades 3-6

One ungraded elementary school, grades 1-6

Three buildings with graded, self-contained classes

Two buildings with departmentalization in the intermediate grades

One one-room rural school

One multi-room rural attendance center

Two Hutterite Colony Schools in which English is the second language

One Parochial Elementary School

One Parochial Secondary School

b. Cite research that indicates how effective similar activities have been elsewhere:

Of all the information available on programs for the gifted and talented from the Educational Research Information Center (ERIC), state educational agencies, chapters of the American Association for the Education of Gifted Children and specialists in the field of the gifted and talented child, only one study of comprehensive evaluation of such programs was available - "Instructional Climate in Illinois Gifted Classes," Joe Milan Steele and others. The conclusions of this report were as follows:

> "It is clear that where developed gifted programs exist, many state goals have been realized. High thinking processes are emphasized: students are enthusiastic; there is opportunity for independence and a tolerance for divergence. Especially when compared to heterogeneously grouped classes or classes of average students, the gifted classes are far superior. They have clearer cognitive focus, more student discussion, less teacher domination and less test and grade stress. In general, the gifted classes appear more productive, stimulating and healthier."

However, the study was based on a statewide study which included a great diversity of programs for the gifted. "Classes for the gifted in Illinois schools range across all grade levels from first to twelfth grade. They occur in a variety of instructional settings from independent study to group discussions to student-led classes. They are held in conventional classrooms, laboratories, resource centers, and other settings in districts ranging in size from several hundred students to thousands of students.

Therefore, this study was not entirely appropriate to local needs, except that it further supported the contention of Dr. Thomas J. Patty, Director of the Program for the Gifted at Marple Newton, Pennsylvania, that "any attention to the gifted yields benefits." His model program for the State of Pennsylvania has been funded for 13 years. Last year's graduating class was the first to have been in the program for all 12 years. Of 14 National Merit Scholars from Marple Newton, 11 had been in the gifted program all 12 years; the other 3 had at one time been in the program. Again, however, Dr. Patty's program was designed as a system separate from the regular curriculum of the school, as were many of the programs included in the Illinois Study.

In conclusion, none of the definitive sources available provided explicit evaluation regarding a systemwide program utilizing existing personnel, curriculum and facilities.

c. How is this proposal different and unique?

This proposal is different and unique because:

1. At present, to our knowledge, there are no systemwide programs for the gifted and talented in the State of South Dakota that provide for Elementary, Junior High, and Senior High students. There is a Title III Project for the gifted in Sioux Falls that is limited to Senior High students.

2. There is only one program for the gifted and talented in this area. This program is at Grand Island, Nebraska. The Grand Island Program has segregated elementary classes for the Able Student.

3. This proposal aims to provide the classroom teacher in any South Dakota school, large or small, with a program of optional methods and materials for dealing with the gifted and talented student that can be implemented easily and with a minimum expenditure of funds.

4. It will provide the classroom teacher with criteria to aid in identification of the gifted and talented.

5. It will involve the Elementary, the Junior High School, and the Senior High School levels in a program which will include some multi-level grouping and interaction among the gifted and talented.

6. The written information that will be developed for use by other schools will be organized into five models, any one of which can be used independently of the others.

d. If successful, what is the potential for other schools to adopt the activities?

The intent of the project is to design a program that can be adopted by any school in South Dakota. In order to facilitate adoption by the schools, a procedural guide will be written to furnish the classroom teacher with optional methods and materials for dealing with the gifted and talented student which can be implemented easily and with a minimum expenditure of funds.

The procedual guide will conceivably include any or all of the following information:

1. Model for selection of target population
2. Model for inservice meetings
3. Model for public relations programming
4. Model for guidance and counseling
5. Model for evaluation

In addition:

6. Unipacs developed by a coordinator/teacher team
7. Suggestions for curriculum innovations for the gifted child
8. Special activities
9. A list of resource people from the State and surrounding States

If the project is successful, the potential for other schools to institute a similar program is unlimited. It is anticipated that an interested school system could use from the procedual guide any one of the models independent of others.

For example, a school concerned only with giving further emphasis to guidance and counseling will be able to find procedural techniques and resources of value in working with its gifted and talented students explained in isolation from other facets of the program.

The model for public relations programming, to cite another example, will include concepts and methods useful for communicating with and involving local citizens not only in relation to the gifted and talented program but to a variety of school projects.

In other words, the procedural guide will be designed in such a manner that a school district may adapt all or part of the guide to its local situation.

e. If this project has a service component:

1. Provide evidence that such service is not available through the State Education Agency.

   None

2. Provide evidence that such service is essential to the success of the project.

   None

3. Population

a. Give the estimated population of the area to be served and describe the area's socio-economic characteristics:

The estimated population of the area to be served is 18,000. The socio-economic characteristics of the district are very similar to those found in like South Dakota cities. The school population is approximately 15 percent rural and 85 percent urban. The per capita income is not available although the area has no concentration of either wealth or poverty.

The population is approximately 99.5 percent Caucasian and the remaining .5 percent is made up of Indian, Oriental and Negro.

The cultural benefits are limited. However, Huron College, the Huron Symphony and a small community playhouse do contribute to this area.

b. Relate the population and socio-economic characteristics to those of the State as a whole:

The socio-economic characteristics are quite similar to the State as a whole.

c. Attach a State map (8½ x 11") showing the location of the area or areas to be served by the project.

See attached map.

d. List the non-public schools in the project area:

St. Martin's Parochial School (grades 1-8)
James Valley Christian High School

Section B. Planning

1. List the names and titles of persons involved in planning:

a. Local Educational Agency Administrative Staff

Robert P. Taylor, Assistant Superintendent
Elaine Lampert, Curriculum Coordinator, K-12
James Solon, Senior High School Principal
Eugene Johnson, Junior High School Principal
Mildred Newton, Elementary Principal

b. Local Educational Agency teaching and other professional staff

Michael McNamara, Junior High Speech
Janice Pilcher, Senior High English
Nell Tollefson, 5th Grade

c. Representatives from non-public schools

Sister Lois Ann Sargent, Principal, St. Martin's Parochial School

d. Representatives from other Government and non-Government resources

Dr. Phillip H. Mergler, Dean of Academic Affairs, Huron College
Helen Buchanan, Program Coordinator for the Helen Buchanan School and former member of the Board of Education of the Huron Public Schools
Helen Habicht, co-owner of the Habicht Department Stores of South Dakota and Minnesota
Gary Coplan, U. S. Soil Conservation Service
Mrs. Don Costain, Executive Committee, Board of Trustees, Huron College

e. Representatives from community organizations and cultural agencies

Mrs. Charlotte Carver, Executive Director, South Dakota Arts Council
Mrs. Jeanette Lusk, President, Memorial Art Center, South Dakota State University and Publisher of the Daily Plainsman

f. Consultants

Dr. Thomas J. Patty, Director of the Program for the Gifted at Marple Newtown, Pennsylvania

2. Attach to application letters indicating the extent of commitment from:

   a. Representatives from non-public schools

      See attached letter from St. Martin's Parochial School
      See attached letter from James Valley Christian High School

   b. Representatives from other Government and non-Government resources

      None

   c. Representatives from community organizations and cultural agencies

      See attached letters from Mrs. Charlotte Carver and Mrs. Jeanette Lusk

3. Cite, from Board of Education minutes, the commitment from the Board(s) of Education

   On April 28, 1972 the Board of Education authorized the administration to write and submit a Title III Project for the Gifted and Talented.

4. Describe the participation by those involved and the planning process that occurred or will occur in designing the proposed program, including a description of the procedures and activities.

The original proposal was planned by a six-member team:

Robert Taylor, Federal Projects Coordinator
Elaine Lampert, Curriculum Coordinator, K-12
Janice Pilcher, Senior High School Teacher
Michael McNamara, Junior High School Teacher
Nell Tollefson, Elementary School Teacher
Sister Lois Ann Sargent, Principal, St. Martin's Parochial School

The Huron Public Schools provided substitute pay to release the faculty members for a total of 80 hours for meetings and project development.

The resources of U.S.O.E. and the Education Research Information Center (ERIC) were utilized to acquire information concerning the education of the gifted and talented. In addition, Mrs. Lampert interviewed Dr. Thomas J. Patty, Director of the Program for the Gifted at Marple Newton, Pennsylvania and wrote to various State Agencies, Associations for the Education of Gifted Children, and to other known specialists in the field of education and of the gifted and talented throughout the nation to locate and acquire information.

Further refinements of the program will be carried out by the project staff with the assistance of an advisory council. The functions of the advisory council will include:

Help to establish program guidelines

Enlist the assistance of community resources

Promote an understanding of the project by the public

Act as a sounding board during the tenure of the project

Provide a layman's evaluation of the project

An advisory council will be selected by the five-member Local Educational Agency planning committee and the professional project staff from recommendations submitted to the group. The curriculum coordinator and the project coordinators will be ex-officio members of the advisory council.

The council will have eighteen members; representation will be from the following groups, with no fewer than two nor more than five members from each category:

Public School Staff

Private School Staff

Students from the project

Parents of participating students

Other citizens

Additional factors to be taken into consideration by the selection team are sex, age, race and variety of geographic, economic, social and occupational background.

The members of the advisory council will serve from November 1 to October 31. The appointment and reappointment of members will occur annually. Reappointment of one-half to two-thirds of the advisory council will occur to maintain experience and new appointments will be made to bring new ideas to the council. Appointments and reappointments will be made by the Local Educational Agency planning committee and the project staff with the approval of the Superintendent.

Committee members will be informed that absence from meetings will mean their replacement on the council.

In addition to student representation on the advisory council, each student in the project, and his parents, will have a voice in the development of his unique educational program. Their input, in turn, will have an impact on the development of the models which will appear in the procedural guide.

5. Indicate how the project will benefit children and teachers in non-public schools. Plans for participation and/or non-participation must be documented by attached letters from non-public schools verifying their intent.

The St. Martin's Parochial School in Huron will be one of the elementary schools involved. St. Martin students are dual-enrolled in the Huron Junior High School. The faculty of St. Martin's Parochial School attend all meetings, receive bulletins, and are employed on the summer school staff of the Huron Public Schools. Title I programs are also carried out in the private school facilities during the regular school year.

See attached letter from St. Martin's Parochial School.

James Valley Christian High School which is a parochial high school located in the Huron Independent School District will be a part of the program. They will have available to them the coordinator, resource personnel and all materials used by the Huron High School.

See attached letter from James Valley Christian High School Superintendent, Duwane Decker.

Section C. Program Content and Procedures

1. Describe the intents of the program in each of the following areas:

a. Antecedents:

1. Descriptively identify and qualify the target students who will participate in the project:

Public Law 91-230, Section 806, directs the Commissioner of Education to define gifted and talented children for purposes of Federal education programs. The definition established by the advisory panel reads:

> "Gifted and talented children are those identified by professionally qualified persons who by virtue of outstanding abilities, are capable of high performance. These are children who require differentiated educational programs and/or services beyond those normally provided by the regular school program in order to realize their contribution to self and society.
>
> Children capable of high performance include those with demonstrated achievement and/or potential ability in any of the following areas, singly or in combination:
>
> General intellectual ability
> Specific academic aptitude
> Creative or productive thinking
> Leadership ability
> Ability in visual and performing arts
> Psychomotor ability
>
> It can be assumed that utilization of these criteria for identification of the gifted and talented will encompass 2.9 to 4.8 percent of the school population."

from: Education of the Gifted and Talented Report to the Congress of the United States by the U.S. Commissioner of Education.
August, 1971

Project participants during the first year will be limited to the academically gifted from grades 4, 7, and 10. In lieu of validated identification strategies, the following criteria will be applied as guidelines for program entry-level minimums:

Scores of more than 120 (I.Q.) on Otis Lennon Mental Ability Test
Lorge-Thorndike Intelligence Test

Scores in the 98th percentile on:
S.R.A. Assessment Survey-Achievement Series Battery for grades 4-8

Iowa Tests of Educational Development, grade 9

Project participants during the second year will include the gifted and the talented students from grades 4-5, 7-8, and 9-10 as identified by validated identification strategies.

Project participants during the third year will include the gifted and the talented students from grades 4 through 12 as identified by validated identification strategies.

2. List the professional staff of the project including number required and their qualifications. Attach job descriptions for all project staff:

   a. Number required:

      1. One half-time director
      2. One half-time Senior High Coordinator
      3. One half-time Junior High Coordinator
      4. One half-time Elementary Coordinator
      5. One full-time clerical aide

      One coordinator will be given the assignment of project director and, therefore, will work full-time on the project.

   b. Qualifications for Project Director and Coordinators:

      1. Success as a classroom teacher, particularly with above average students
      2. Ability to inspire students
      3. Leadership qualities, especially in working with teachers and other adults
      4. Interest in innovative programs
      5. Organizational ability

3. List the Specialists and Consultants that will provide primary and supportive services and describe the service each will provide:

   The nature of the project requires support services that can be provided by specialists or consultants. Because this expertise is not available in the Huron Independent School District nor in most South Dakota schools because of the cost factor, these professionals will be contacted for input as needed. The expertise they provide in the development of the models will then become available to all the school districts in the State. The anticipated specialized expertise needed and their role are:

   a. Psychologist

      1. To conduct multi-level counseling sessions which will provide inservice training for counselors and project personnel.

      2. To provide assistance to school counselors in dealing with individual student's problems.

b. Project Evaluator

1. To provide input for the selection process of the gifted and talented students to insure the validity of the nominations.

2. To develop an evaluation program for the project.

3. To analyze data secured in the evaluative process.

4. To provide director with suggested program changes.

c. Specialist(s) in the field of educating the gifted child

1. To provide pre-service training for the Project Director, Coordinators, and teachers directly involved with the target population.

2. To develop a model for identification and selection of the gifted and/or talented.

3. To assist in the selection of target population.

d. Professionals or specialists in the community who can make a contribution to the programs for individual students

1. To provide on-the-job training, or

2. To counsel or tutor students in areas of study to be pursued or concerning talents and skills to be developed for success in their unique endeavors.

e. Talent specialists

1. To provide professional criticism of student projects when the expertise is not available in the community.

f. School Counselors

1. To assist in administering tests and compiling information relevant to selecting students for the program.

2. Administer special testing to individual students as needed, whether it be to establish student needs, or to evaluate student progress.

3. To attend multi-level meetings.

4. Describe the facilities in which the project occurs:

The facilities will include the Huron Senior High School, the Huron Junior High School, the Public Elementary Schools selected for the project, and St. Martin's Parochial School. In addition, special facilities in the community may be utilized by the individual student in the course of his program.

5. Identify the essential equipment needed:

   a. 3 four-drawer filing cabinets.

   b. 3 portable cassette tape recorders.

   c. 100 blank cassettes

   d. 1 typewriter

6. Identify the instructional materials to be developed or provided from commercial sources:

   a. A Procedural Guide will be prepared for the teacher of the gifted and talented child.

   b. Commercial Materials

      1. Reference materials concerning teaching of the gifted and talented.

      2. Pre-test and post-test batteries on a myriad of subjects.

      3. Other tests:

         a. For psychological purposes

         b. For progress measurement

      4. Programmed materials

      5. Specialized materials needed to complete individual student programs.

   It is impossible to cite specific titles for the above at this time. One of the objectives of the program is the identification and development of resource materials and testing instruments.

7. Identify the financial resources, other than ESEA Title III, that will be committed to this project:

   The Local Educational Agency will furnish facilities, equipment and production materials. Supervision will also be provided.

b. Activities and Transactions

Submit a complete and detailed description of the procedures, activities, and services that provide the dynamics of the project including, where appropriate, the extent to which they will occur:

1. In-service Activities

a. In-service training of the Project Staff (September 1972 - January 1973)

During the first semester the project director, working on a full-time basis, and the two coordinators, assisting intermittently, will engage in the following activities:

1. Extensive reading in the field of the gifted and talented child. A bibliography of books, pamphlets, and articles read will be kept. Information pertinent to the project will be summarized.

2. By October 1, the Department of Public Instruction in each of the 50 States will have been contacted and asked for recommendations of programs in their States which have aspects applicable to the local project. A list of ongoing programs with a brief description and the names of contact persons and addresses will be made.

3. By April 1, visitations to schools with ongoing programs will have been completed. Contact persons with area of expertise, addresses, and types of programs will be listed with an evaluation of the program.

b. In-service training of instructional staff (December 1972 - March 1973)

1. By January 10, the project director with the coordinating team will have held a series of initial in-service meetings with the entire staff of each building involved in the project:

a. To explain the goals and procedures of the project.

b. To provide instruction regarding the special needs of the gifted and talented child.

c. To share techniques for dealing with gifted students.

d. To elicit cooperation and support.

2. By February 1, the project staff will have met with all faculty members who will be involved in the program. This will include teachers who will release students from class, and teachers who will be assigned as supervisors. The purpose of the meeting will be to explain their role in the program and to describe the services the teachers can expect from the project staff.

3. One teacher from each city elementary building and at least two each from the Junior and Senior High Schools will act as contact persons for feedback to the coordinators. Meetings will be held intermittently to answer questions, to relate new information, to discuss problems and to generate continual enthusiasm for the project.

4. A record of activities, materials, and procedures will be kept to use in preparing the model for in-service training of school staff.

c. Continuing in-service of staff

1. Additional in-service needs will be identified as the project progresses and in-service jointly planned by the teaching staff and the project staff.

2. The continuing in-service needs and training will be incorporated in the in-service model.

2. Planning for Evaluation (October 1972 - January 1973)

a. Selection of a professional evaluator will be completed by October 1.

b. Consultation with the professional evaluator will occur during October for the following purposes:

1. To review project procedures and objectives to determine data needs.

2. To identify data collection instruments.

3. To establish the data collection procedures, dates, and responsibilities.

4. To establish the data analysis and report process and responsibilities.

c. Consultation will occur with the evaluator during May of 1973 to review the evaluation strategies and consider changes or additions.

3. Baseline Data and Needs Assessment

Baseline data will be compiled and a questionnaire survey conducted to determine the strengths and weaknesses of the Huron High School curriculum; to assess the achievements of gifted students and graduates; and to establish a criterion reference for program development and evaluation.

a. The Project Director, with the assistance of the guidance staff, will identify and prepare a list of the gifted students in the classes of '70, '71, '72, '73, and '74. The students identified will be those who have an I.Q. score of 120 or above.

b. The Project Director will submit the complete list to the Project Evaluator who will select the students to be included in the achievement and needs study and notify the Project Director.

c. The Project Director, with the assistance of the guidance and/or clerical staff, will compile high school achievement data on the selected students which may include such information as:

1. Grade point average
2. Standardized test scores
3. Class rank
4. Carnegie units earned
5. Activities and organizations
6. Significant offices held
7. Significant honors and awards (i.e., Boys State, scholarships, etc.)

d. The Project Evaluator will develop the questionnaire and submit it to the Project Director for approval of items and addition of items. The questionnaire will be in two parts:

Part I, to be completed by all respondents, will assess the strengths and weaknesses of the current curriculum.
Part II, to be completed by the classes of '70, '71, and '72 only, will collect post-high school achievement data.

e. The questionnaire will be administered by the Project Evaluator to previously selected students and a sampling of the parents of the same students.

f. The Project Evaluator will complete a assessment report with findings and recommendations by April 1, 1973.

4. Nomination and selection of gifted student participants

a. The following procedural steps will be followed to nominate students for participation in the project:

1. The Project Director will review the standardized test records and on the nomination and selection form enter the names and scores of students who have scored a composite I.Q. of 120 and above.

2. The Project Director will review the standardized test records and on the nomination and selection forms enter the names and scores of students who have verbal or non-verbal sub scores 125 or above, but do not have a composite score of at least 120.

3. The Project Director will review the standardized test records and school records and enter on the nomination and selection form the achievement scores of the students nominated by I.Q. scores.

4. The Project Director will request nomination from the teaching staff. Teacher nominations of students entered on the nomination form through I.Q. qualifications will be noted. Teacher nomination of students not previously entered on the nomination form will be added to the form and the Project Director will record I.Q. and achievement data on the form for those students.

5. Upon completion of the nomination list, a test for divergent thinking will be administered to all nominated students by the Educational Research and Service Center of the University of South Dakota and the scores entered on the nomination and selection form.

b. Upon completion of the nomination process, the following steps for student selection will be implemented:

1. The Educational Research and Services Division of the University of South Dakota will select and note on the nominations list the students who will be eligible for participation in the project.

2. The Project Director will schedule and conduct a series of group meetings with parents of selected eligible students to orient them with the project and program.

3. At the conclusion of the parent meeting, the parents will complete an intent to participate form.

5. Nomination and selection of talented student participants

   a. To be developed during first project year by project staff and Educational Research and Service Center, School of Education, University of South Dakota at Vermillion.

6. Coordination of student activities

a. After selection of eligible participants and parent intents for their children to participate is completed, the project coordinators will:

1. Set up a record file for each student under their supervision which will include standardized test information achievements in school, interests, and other pertinent information.

2. Schedule and complete individual planning sessions with each student and their parent(s).

3. Schedule and complete follow-up planning sessions with each student.

4. Determine and finalize teaching staff, support staff, or other supervisory staff assignments for the program of each participant.

5. Provide for group and individual needs of staff who will supervise students:

a. Group in-service

b. Individual assistance

6. Identify and assist in securing the curriculum resources necessary for each student.

b. On a continuing basis the project coordinator will:

1. Maintain the students record file.

2. Schedule regular conferences with each participant for a progress report and additional planning.

3. Schedule regular conferences with the supervisor of each participant for a progress report and identification of concerns.

4. Identify and assist in securing the curriculum resources necessary for each student.

7. Student activities

a. The student identified as gifted or talented will be assigned a staff member to act as an advisor to his program.

b. Together with the advisor, counselors, and project personnel, the student will select one or more areas of interest and plan an experience program which will provide both learning activities and skill development.

c. The student will plan, under supervision, a project which will allow him to demonstrate his gift or talent in the production of some visible product such as a written document, art object or working model. The sophistication of the planning and subsequent activities will vary with the maturity level of the student.

d. The student will be required to follow through with some form of problem-solving procedure in the development of the visible product. The procedure may incorporate some activities which take his learning experience beyond the confines of the school and into community resources.

e. The student will be expected to share his talents with others by presenting his learning experience to his peer group, to his instructors and/or to the adult community.

f. As part of the ongoing process, each student will demonstrate his growth in responsibility by assuming an ever-increasing role in decision making and program activities.

c. Objectives and intended outcomes

1. Program Objectives

a. By the end of the first year the project staff with the assistance of professional consultants will have designed identification instruments or models for selecting the target population as defined in this project. Instruments will be developed in each of the following areas which will enable the target population to be selected:

1. Teacher nomination
2. Student self-perception
3. Parents and other community sources of identification
4. Standardized test results and academic records

By the end of the second year these instruments or models will be tested for effectiveness in selecting the target population, and by the end of the third year these models will be validated to be at least 80 percent effective.

b. By the end of the first year staff skills needed will be identified, and by the end of the second year a model will be developed for staff in-service, to develop skills in teachers, counselors, and administrators in recognizing and dealing with the gifted and/or talented students. More specifically, the teachers will be taught techniques, such as developing individual study packets, and audio-tutorial units for assisting the talented students to function in their specialized areas. By the end of the third year model refinement will be completed.

c. By the end of the second year, communications or public relations model will be completed. This model will inform the local citizens of the special needs of the gifted and talented to insure their assistance in carrying out the program objectives, and to gain the support of the public in carrying on the program after the Federal Government support is withdrawn.

d. At the end of the third year, a survey of the community will reveal that at least 75 percent of the citizens are favorably disposed toward the program.

e. By the end of the third year a guidance and counseling model will be designed for the counselor and school staff. This model will make it possible:

1. For the student

a. To accept himself and learn to deal with his unique problems as a gifted and talented human being in relationship with his peers.
b. To gain self-assurance through taking an active part in the determination of his own answers to expand his knowledge, talents, and interests.
c. To appreciate his responsibilities to society as a member with a unique contribution to offer.

2. For the parents and adults of the community

a. To accept and accomodate the unique needs and potential of the gifted and talented child.
b. To help the student make sound decisions in relation to the many academic opportunities available.
c. To assist the gifted student in adjusting to school, society, and to establishing a rewarding independence.
d. To provide mental stimulation which will inspire the student to cope with situations which he encounters in search of his goal.

f. To design and develop a comprehensive procedural guide which will include the above 5 models, to be used by any South Dakota school for implementing a program for the gifted and talented with a minimum expenditure of funds. The development of the models will be ongoing from the beginning of the project.

2. Student Objectives

a. Because of the wide variety of talent and the chronological age span of the students involved in the project, a measuring instrument common to the entire group cannot be designed. Ruth A. Martinson, Professor Emeritus of Education and Psychology at California State College, directed the three-year California Study of programs for the gifted, and contributed major sections of the recent U.S.O.E. report to Congress. Professor Martinson states in "The National Elementary Principal" for February 1972,

"Objectives for the gifted should reflect the understanding that many of their accomplishments cannot be predicted and that attempts to do so will actually restrict their achievements."

Therefore, as each individual student's talents are assessed, measurable criteria for evaluative purposes will be included in each program. Upon the completion of this pilot project, these specific criterion measures will be applicable to gifted and talented students in any school.

b. As a result of participating in the Title III program:

1. A gifted math student will be able to advance at his own rate instead of being restricted to a structured program. Opportunity to tutor less able students will be provided. Career opportunities in the math area may be explored.

2. A gifted science student will be able to choose an area of interest which he may pursue in-depth. Resource personnel from the school, college, and/or community will be made available to him. Opportunities for widening his horizons in scientific areas will be provided.

3. A talented speaker is given an opportunity to participate in many activities as the curriculum is set up now, but by being in this program he will have additional advantages such as:

   a. participating in many speech contests
   b. making presentations in the community
   c. instructing other students in speaking
   d. assisting instructors of other courses in speech situations

4. A talented music student has many opportunities to display his talent in today's curriculum but by participating in this program he will have an opportunity to:

   a. present a recital
   b. compose and/or direct a musical score
   c. in-depth study of musicians, opera, broadway hits and/or tutor less able music students

5. A talented art student will be made aware of different vocational areas, such as:

   a. advertising
   b. cartoon drawing and animation

c. oil painting
d. portrait painting
e. and/or drafting and design

Resource personnel from the area will be available for guidance in fields of interest. Special recognition such as art exhibits will be provided. His study will be individualized earlier in his school career than allowed for in the present school program.

6. A talented student in creative writing has many opportunities for developing his talent in the present curriculum, but by participating in this program he will have an opportunity to:

   a. Receive criticism of his written work from experienced writers of prose and poetry providing a broader base of opinions than is presently offered.
   b. Explore writing occupations and obtain assistance from persons with expertise in the various commercial writing fields such as film, advertising, and television.
   c. Obtain equipment and materials necessary for implementing new knowledge gained about occupational fields.
   d. Gain in-depth experience writing in specialty areas or in a particular genre.
   e. Display his work to large audiences via staging, filming or publishing more often than is presently possible.

7. A gifted student in the area of social studies now follows a basic course of study. By participating in the program he can choose a field for further study such as:

   a. career statesmen
   b. values and attitudes of religious leaders or philosophers
   c. opening avenues in:
      anthropology
      sociology
      economics
      business law
   d. interest in government both professionally, as lay citizens and/or community leaders

EVALUATION DESIGN SUMMARY

ocess/Product Objective	Data Needs	Data Collection Plan				Data Analysis and Presentation		
		Instrument(s)	Collection Dates		Person(s) Responsible	Technique and Description	Person(s) Responsible	Report Date
			Pre	Post				
Inservice Activities a.Project Staff	Findings & Value of: 1. Reading 2. Correspondence with State Dept. 3. Visitations	Summary Reports		4/73	Project Director and Coordinators	Summary, Conclusions and recommendations	Project Director	5/73
b.Teaching Staff	1. Identification of inservice needs 2. Inservice Trng. alternatives 3. Effectiveness of inservice trng.	Observation Log Questionnaire Staff meetings log Staff Meetings Observation & Questionnaire	Continuous		Project Director and Coordinators	Summary report, conclusions, and recommendations	Project Director	May Annually
c. Teaching Staff Continuous	SAME	AS b.						6/74
Baseline Data and Needs Assessment	Compilation of student achievement Student perception and attitudes of curriculum	past and current student records Survey Questionnaire		1/73 1/73	Project Director Evaluator	Report including summary of findings, analysis needs listing, conclusions & recommendations	Project Director and Evaluator	4/73
Nomination and Selection of Gifted	Strengths and problems in use of: 1.Teacher nomination 2.Standardized Tests 3.Peer nomination 4.Test for divergent thinking 5.Parent acceptance	Report of validity of selection Summary of group and individual conferences		5/73	Project Director Evaluator	Summary of strengths and weaknesses of selection method Recommendations Report of Conferences	Project Staff and Evaluator	5/73

EVALUATION DESIGN SUMMARY

ocess/Product Objective	Data Needs	Data Collection Plan				Data Analysis and Presentation		
		Instrument(s)	Collection Dates		Person(s) Responsible	Technique and Description	Person(s) Responsible	Report Date
			Pre	Post				
Program Objectives a.Selection Models	Validity of: 1.Teacher nomination 2.Use of Standardized Tests 3.Peer nomination 4.Test for divergent thinking	Summary		6/73	Evaluator Project Director Coordinators	Report conclusions and recommendations	Evaluator Project Staff	6/73
b.Inservice	1.Attitude needs 2.Skill needs 3.Effective alternatives for inservice	Summary of faculty meetings minutes Observations	Continuous		Project Staff	Summary report Recommendations for future inservice meetings	Project Director and Coordinators	5/74
c. and d. Communications	1.Public attitudes 2.Public Support	Survey News releases	Continuous		Project Staff	Results of survey Summary of concepts and methods of communication	Project Director	6/74
e.Counselor Model	1.Procedures and special techniques 2.Testing 3.Records for evaluation	Student records Summary Types and titles of tests		5/73	Project Director	Help administer tests & compile information for participants of program. Evaluation summary. Recommendations	Project Director	6/75
f.Procedural Guide	1.Curriculum innovations 2.Unipacs 3.Special activities 4.Resource people	Daily log Teacher feedback File	Continuous		Coordinators	Plans for immediate & long range directions. Rating of resource people Final Project Report	Project Director and Evaluator	6/75
Student Objectives	Breadth and depth of developmental attitudes	Observation Daily log Summary		6/73	Coordinators Evaluator	Summary report	Project Director and Evaluator	6/75

EVALUATION DESIGN SUMMARY

Process/Product Objective	Data Needs	Data Collection Plan				Data Analysis and Presentation		
		Instrument(s)	Collection Dates		Person(s) Responsible	Technique and Description	Person(s) Responsible	Report Date
			Pre	Post				
Nomination and Selection of talented	Strengths and problems in use of: 1.Test for divergent thinking 2.Peer nomination 3.Teacher nomination 4.Parental acceptance	Report of validity of selection Summary of group and individual conferences		11/72 5/73	Evaluator Project staff	Conclusions and recommendations of nomination selection. Parental form of acceptance or rejection	Evaluator and Project Director	5/74
Advisory Council Activities	1.Membership and representation 2.Meetings and topics discussed 3.Input into project direction	Records Minutes Minutes		5/73	Project Director	Summary Report	Project Director	May Annually
Coordination of student activities	1.Staff acceptance 2.Student acceptance & Participation 3.Parental acceptance 4.Need for and value of conferences 5.Is student planning realistic?	Written statement for 1-2-3 Log Conferences reports Summary of Planning Session	Continuous		Coordinators	Summary and recommendations of participants progress and planning. Summary and report of student and parent conferences	Coordinators	June Annually
Student Activities	1.Staff Advisor 2.Visible product of project 3.Sharing talents (peers & community) 4.Responsibility role	Observation Log Record keeping process Summary of planning & progress	Continuous		Project Director and Coordinators	Summaries of: projects Students' record file Program activities curriculum needs conferences	Project Director	Annually in June

4. Identify the person responsible for coordinating the total evaluation effort:

The coordination of the evaluation procedure will be the responsibility of the Project Director. He will be guided by a committee composed of the professional evaluator, the three level coordinators, and the two administrators involved in the project planning.

5. Provide a breakdown of the cost of the evaluation. A minimum of 5 percent is recommended:

a.	Project Director salary	$ 200
b.	Professional evaluator	1,100
c.	Materials & Printing Cost	100
d.	Clerical Aide	100

e. Provisions for Dissemination

1. Describe the strategies to provide public information to the project area to promote understanding and support:

With the aid of the advisory council, a public relations program will be established to provide information to the public and to enlist public support. The following media and techniques will be utilized:

a. Feature stories in the local newspaper
b. Reports on the weekly school radio program
c. Presentations to civic clubs and organizations

The expertise derived from the public relations experiences will be used to construct a communications model.

2. Describe the strategies to provide public information to the project area during the project period. Indicate what type of information will be public information and what will not be public information:

Strategies for dissemination information to the project areas include news articles, radio programs and talks by the project staff and advisory council members.

Public information will include the need for the program and the general objectives and goals. Progress reports of the project, perhaps including testimonials by students and teachers can be given throughout the project duration.

Non-public information will encompass the more technical aspects of the program and personal information concerning individual students.

Section D. Project Management

Develop and attach a schedule (PERT Chart) identifying the critical tasks, activities, and events with target dates for beginning and completion and the person, consultant, etc., responsible.

See attached chart

PERT CHART for Proposed Title III, ESEA, Project for Selected Gifted and Talented Students

ACTIVITY	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
Planning Stage July, 1971-1972										
In-service for Project Staff	x	x	x	x	x					
Evaluation Process		x	x	x	x				x	x
Faculty Inservice			x		x		x		x	
Selection of Target Population				x	x					
Student-Coordinator Conferences					x	x	x	x	x	x
Student-Parent Coordinator Meetings					x	x				
Individual Program Process					x	x	x	x	x	x
Multi-Level Counseling							x	x	x	
Student Material Development						x	x	x	x	x
Project Brochures*										x
Advisory Council Meetings	x		x		x				x	
Public Relations Program			x	x	x	x	x	x	x	

*Rough Draft Outlined in June

Section E. Financial Effort

1. What percent of the legal maximum tax rate is the current school tax levy in your district?

   100 percent

2. What percent of the actual value of property in your district is the assessed value? What is the average percent for the State?

	LEA	State
Ag	35 percent	40.0 Ag & Non-ag combined
Non-ag	41.6 percent	

3. What percent of the average per pupil expenditure in the State is the average per pupil expenditure in your district?

   100.4 percent

4. Does your district have an unusual amount of non-taxable property? If yes, please explain.

   County and city assessors estimate non-taxable property to be equal to taxable property.

5. How will ESEA Title III support be phased out and other support phased in over the period of proposed operation?

   The budget for the first year of operation calls for the Title III office to furnish $29,117. The second year of operation calls for Title III to furnish $26,000. The third year of operation calls for Title III to furnish $23,000. At the end of the project, the LEA will be in a position to assume all expenses.

6. What services and activities related to the proposed program have existed, during the past three years, in the geographic area to be served?

   None

   Describe the extent to which such existing services and activities have been supported with funds derived from public sources.

   N.A.

   State how the applicant agency will assure that related services and funds from Federal sources will supplement rather than supplant the financial support already available.

   The program as described will be entirely over and above school offerings by the LEA. As the project is written, there is no possible way it could supplant local effort.

Job Description for Project Director

1. Plan pre-service training for coordinators.

2. Arrange meeting of coordinators and evaluator.

3. Organize the implementation of the plan for selection of the target population.

4. Chair the committee to organize and schedule initial in-service meetings of three types:

   a. With general faculties in each building involved,
   b. With the students selected and their parents,
   c. With faculty members who will be dealing directly with the gifted and talented students.

5. Be responsible for disseminating information to the public.

6. Aid level coordinators in locating materials for programs on their levels.

7. Chair the coordinating committee in planning and implementing multi-level group meetings.

8. Arrange weekly meetings with the project coordinators.

9. Assume responsibility for clerical and bookkeeping tasks that concern the entire project.

10. Supervise the work of the clerical aide.

Job Description for Coordinators (Elementary, Junior High, and Senior High)

1. Undergo pre-service training, prior to beginning project.

2. With the Project Director:

   a. Select and confer with Project Evaluator about:

      1. Goals to be measured.
      2. Methods of measurement.
      3. Timetables.

   b. Implement the plan for selection of the target population.

   c. Organize and schedule initial in-service meetings of three types:

      1. With total faculties of each building involved in project,
      2. With the students selected and their parents,
      3. With faculty members who will be dealing directly with the target population.

3. Aid the Project Director in disseminating information to the Public.

4. Coordinate the programs of individual students.

   a. Have a conference with each student and with his parent(s) to determine the student's goals and needs.
   b. Work with each student's teachers in implementing opportunities for self-pacing or for working at higher cognitive levels of learning.
   c. Make available to the individual teacher additional curriculum aids, resources, materials and services necessary for the individual student's program.
   d. Arrange for resource persons to work with individual students.
   e. Keep informed of student progress through weekly consultations.
   f. Meet with student and parents for continuing assessment and program.
   g. Evaluate student performance in his unique program.
   h. Keep records on each student.

5. Plan (elementary, Junior High, Senior High) group meetings for:
   a. Counseling
   b. Seminars
   c. Projects

6. Meet weekly with the Project Director for the purpose of:
   a. Discussion and appraisal of problems encountered during the week.
   b. Planning long-range and immediate directions.

7. Assist the Project Director in implementing the multi-level activities.

8. Assist the Project Director with evaluation reports and the development of the models.

9. Assist the Project Director in development of a continuation proposal.

Job Description for Clerical Aide (full-time)

A clerical aide will be hired to assist the Project Director and Coordinators by performing miscellaneous tasks, as the following:

1. Perform the functions of an office manager.

2. Locating, ordering and cataloging supplementary materials for students and teachers.

3. Preparing materials needed for group and/or multi- level meetings.

4. Maintain project records.

Nomination and Selection Form-----Gifted

Grade _____

Name	Teacher Nomination	Otis-Lennon IQ			Iowa Basic Skills Percentile rank Grades		SRA Assessment Survey grade 6				Grade Average grade 6	Divergent Thinking	Remarks
		Comp.	V	N V	4	5	Lang. skills	Math skills	Comp Score	% rank			

Nomination and Selection Form--- Gifted Grade_____

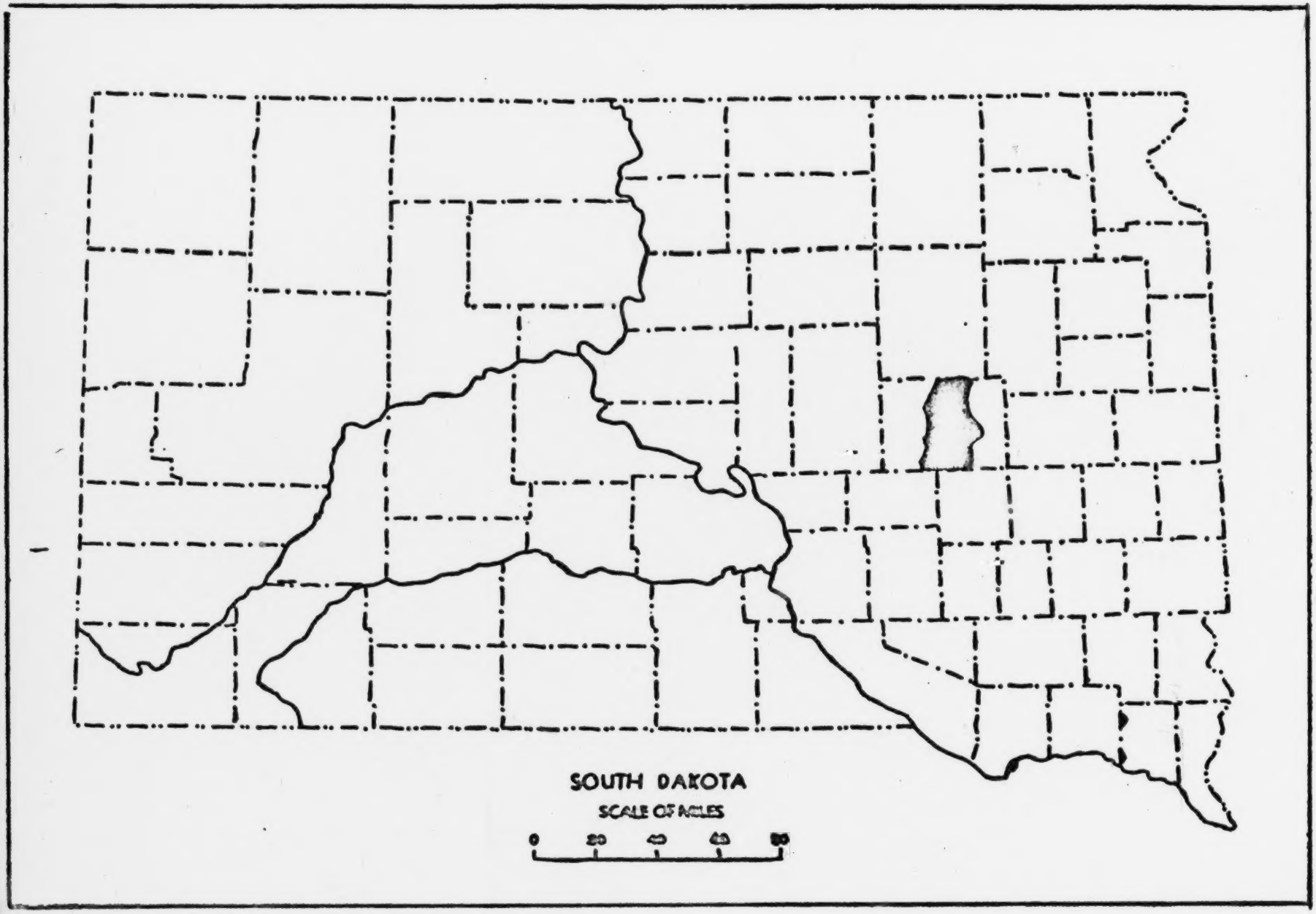
Name	Teacher Nomination	IQ Lorge-Thorndike			Iowa Basic skills Percentile rank grades				ITED grade 9				Grade Average grade 9	Divergent Thinking	Remarks
		Comp	V	NV	4	5	6	7	Lang. skills	Math skills	Comp score	Percentile rank			

Nomination and Selection Form------Gifted

Grade _____ _____

School _____

Name	Teacher Nomination	Otis-Lennon IQ			Grade Average	Divergent Thinking	Remarks
		Comp.	V	NV	Grade 3		



IRION INDEPENDENT SCHOOL DISTRICT - Shaded Area

SAINT MARTIN SCHOOL
522 OREGON STREET
HURON, SOUTH DAKOTA 57350

April 20, 1972

Mrs. Elaine Lampert
Curriculum Coordinator
Huron Public Schools
Huron, South Dakota 57350

Dear Mrs. Lampert:

Recently I visited with you and those on the committee who are working on a Title III Project Proposal to provide special attention for outstandingly gifted children and was very interested and impressed by the work which has already been done in this area.

We, at St. Martin's, are willing to assist in any way that we can in helping you to get the project started and on its way to success. After discussing your plans with the teachers here, they expressed their enthusiasm and would be willing to help in any way possible.

Good luck as you continue to work out the details of this proposal.

Sincerely yours,

Sister Lois Ann Sargent
Principal

April 24, 1972

Mr. Robert P. Taylor
Asst. Superintendent
Huron Public Schools
Huron, South Dakota 57350

Dear Mr. Taylor:

Thank you for your letter of April 21st requesting assistance in your project for the gifted and talented child.

The South Dakota Arts Council is a service-oriented State agency concerned with the development of the arts on a statewide basis. If our office can provide resources or in-put for your project, please feel free to call on us.

A week or so ago there was an article in the Argus Leader regarding a Gifted Program which has been instigated in the Sioux Falls Public High Schools. If you are not familiar with the progress they are making, I would suggest you write to Owen Halleen, principal at Washington Senior High School, who can give you the names of the people in charge.

Was pleased with the progress being made on your Audio-Retrieval Title III project and thanks again for the lunch you hosted while we were in Huron.

Sincerely,

Charlotte Carver

Charlotte Carver (Mrs.)
Exec. Dir., SDAC

CC/rt

THE DAILY PLAINSMAN

HURON, SOUTH DAKOTA

April 25, 1972

MRS ROBERT D LUSK
PUBLISHER

TELEPHONE 352-6401

Mrs. Elaine Lampert
Curriculum Coordinator
Huron Public Schools
Huron, South Dakota

Dear Mrs. Lampert:

It was with interest that I learned of the local effort to secure federal funds on behalf of gifted and talented students in the school population. As you know, I have often expressed concern that academically gifted children or those with special talents in the arts, or in any other area, might well be the most disadvantaged students in our public schools.

From my observation, it appears that a great deal of money and effort has been directed toward the exceptional child with learning disabilities, physical handicaps, or economic deprivation. It seems to me that for the future benefit of society children with outstanding leadership potential should receive at least equal attention.

I want you to know that I wish to be kept informed and will lend support to any program for the gifted and talented which can be piloted in the Huron Public Schools.

Sincerely yours,

Jeannette C. Lusk
President
Board of Trustees
South Dakota Memorial Art Center
(Also, Charter member S.D. Arts Council)

James Valley Christian High School

Route 1, Huron, South Dakota 57350 Phone 605-377-4382

October 10, 1972

Mr. Robert Taylor
Assistant Superintendent
Huron, South Dakota

Dear Mr. Taylor:

This is to inform you that we are interested in the Title III project that you have proposed. We do not know a lot about it, but we have one teacher, Mrs. Martha Walter, who will represent us at any meetings you might set up.

Sincerely,

Duwane M. Decker
Superintendent

sjd